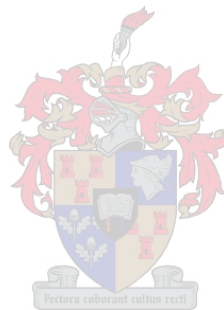


# **Factors that influence the implementation of life skills HIV/AIDS programmes in some selected primary schools in rural settings in Oshana Region in Namibia**

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Date: 5 March 2011

## **Abstract**

In order to fight the HIV/AIDS pandemic, the Ministry of Education in Namibia realized that it was better to focus on young children who are at the phase of behaviour formation. Consequently the life skills HIV/AIDS programme, Window of Hope, was introduced to cater for all children in grades 4-7 (aged  $\pm$  9-14 years). In order to realize this initiative, the Ministry started to train two teachers per school, who should implement the programme in their schools. However, it has been noted with concern that some teachers who were trained do not implement the programme. The research aims at finding out why some teachers who underwent training do not implement Window of Hope in their schools.

In this research, information was sought from the three categories of people who are mainly involved in the monitoring and implementation of Window of Hope life skills programme, namely the education officer (RACE coordinator), principals and teachers. Interviews were conducted with the education officer and the principal to find out the successes and challenges they experienced in monitoring the implementation of the programme. Self-administered questionnaires were used to obtain information from the teachers.

Findings indicated teachers who are supposed to implement the life skills HIV/AIDS programmes in the schools feel overburdened to work extra hours in the afternoons, and teachers who are supposed to act as facilitators of such life skills HIV/AIDS programmes also felt that they do not get sufficient time to prepare for efficient presentations of activities in the programmes. Principals as supervisors who are supposed to monitor the activities of the life skills HIV/AIDS programmes feel they were not empowered to monitor the activities of such programmes. There are insufficient financial resources available that could be used to purchase the materials needed for effective programme implementation. Teacher-facilitators indicated that they did not receive adequate training that could empower them to address issues such as sexuality. However, most participants indicated that the programme has managed to equip learners who took part in it with skills such as assertiveness, and increased their knowledge on how to protect themselves from getting HIV/AIDS.

## Opsomming

Om VIGS te beveg het die onderwys owerhede besef dat dit beter is om aandag aan jong mense, wat besig is om gewoontes te leer, te vestig. Daarom is VIGS-programme soos “Window of Hope” begin wat te doen het met kinders tussen grade 4-7 (ouderdomsgroepe van  $\pm$  9-14). Om hierdie program te begin het die owerhede twee onderwysers per skool begin oplei, om die program in hul skole te begin. Dit het later aan die lig gekom dat sommige van die onderwysers wat opgelei was nie die program by hulle skole toegepas het nie. Die doel van hierdie navorsing is om uit te vind hoekom sommige onderwysers wat opgelei was nie die program by hulle skole uitgevoer het nie.

Hierdie navorsing het aandag gevestig op drie groepe wat met toesig en toepassing van die program “Window of Hope” belas is, naamlik die onderwysbeamptes, onderwysers en skoolhoofte. Onderhoude is gevoer met die onderwysbeamptes en skoolhoofte om uit te vind wat die sukses en teenstande wat hulle teegekom het in toesighouding en toepasing van die program. Die onderwysers wat opgelei was het vraelyste ontvang om meer lig te werp op teenstand en voorspoed wat hulle teegekom het tydens die toepasing van hierdie program, en die voorstelle wat hulle kon gee.

Bevindinge het getoon dat die onderwysers wat die program by die skole in die namiddae sou toepas het gevoel dat hulle te veel werk het. Onderwysers wat VIGS-programme organiseer het gevoel hulle kry nie genoeg tyd vir voorbereiding nie. Die skoolhoofte het gevoel dat hulle nie genoeg toegerus was om hierdie taak te verrig nie. Min hulp is van streekskantoor ontvang in terme van materiaal en leiding oor die toepasing van “Window of Hope” program. Hierdie navorsing het ook aangetoon dat daar nie genoeg geldelike bronne beskikbaar is wat kon gebruik word om materiaal te koop wat vir effektiewe toepassing van “Window of Hope” program gebruik kan word. Die onderwysers wat deelgeneem het, het aangedui dat hulle nie genoeg opleiding gekry wat hulle in staat sou stel om alle sake oor VIGS soos geslagtelikheid aan te pak nie. Meeste van die deelnemers het nietemin gevoel dat die program leerders wie deelgeneem het toegerus het met vaardighede soos stelligheid, en hul kennis verbreed oor hoe om hulself teen MIV/VIGS te beskerm.

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## **Chapter 1: Introduction**

### **1.1 Problem statement**

In response to the crisis of the HIV/AIDS pandemic in the country, the Ministry of Education in Namibia has set up two life skills programmes for the learners as well as the out-of-school youth aimed at curbing the spread of HIV/AIDS. These programmes are Window of Hope, grades 4-7, and My Future is My Choice, grades 8 -12. Although the main purpose of the programmes are to equip young people to be able to protect themselves against HIV/AIDS, they also teach other skills needed in life such as identifying and managing emotions, building self-esteem, communication, decision-making, care giving, resisting peer pressure and relationship skills. These programmes are implemented in each one of the thirteen Education Regions in the country.

The programme Window of Hope is divided into two phases. The first phase, the Junior Window, is for grades 4-5, while the second phase, the Senior Window, is for grades 6-7. Window of Hope is a voluntary programme for which parents or caregivers should give consent for a particular learner to be recruited. The criteria for recruiting learners to join the clubs are that each Window of Hope Club should consist of thirty children, who should be a combination of boys and girls, affected by HIV/AIDS or have poor academic performance. Club activities range from stories, songs, artwork to acting or role plays. What has been experienced in most schools is that the maximum number of learners (thirty) is limiting and excluding a large number of learners who would benefit from the program. The fact that the programme is joined on a voluntary basis and that only thirty learners can constitute a club is contrary to the policy that stipulates that all students in educational institutions should have access to HIV/AIDS education programmes (ILO & UNESCO, 2006). In effect, a number of learners who are supposed to benefit from the programme will end up excluded from recruitment. In addition to that, the Ministry of Education Window of Hope Implementation Manual (2005) states that schools should train additional facilitators at school level which should include either other teachers or interested parents or community members through observation and co-facilitation. Conversely, an overwhelming interest among learners to join the Window of Hope clubs has been cited as one of the challenges that hinder effective implementation in the schools.

The programme Window of Hope is implemented by teachers, who act as facilitators of this afternoon extra-curricular activity. Prior to the implementation, the Ministry of Education Window of Hope Implementation Guide (2005) stipulates that schools should nominate or select two motivated and enthusiastic teachers for training, who will thereafter form clubs and facilitate Window of Hope activities in schools. These teachers undergo one-week training on how the content of the programme and how to establish Window of Hope Clubs in schools after training has been completed. The training is conducted with the funding assistance from UNICEF. Each Education Region has a team of Trainer of Trainees who conducts regional trainings. However, it has been observed through monitoring and support visits in schools that there are schools that have trained teachers but no functional or active Window of Hope clubs.

Window of Hope falls directly under the supervision of the Education Officer, the RACE (Regional AIDS Committee for Education) Coordinator. There are thirteen RACE Coordinators in the country, one for each Education Region. The RACE Coordinator ensures that all schools in their regions have trained teachers to facilitate the programme and establish clubs in their respective schools. RACE coordinators should also monitor the implementation, assess needs in the schools and support the teachers as they implement the programme. They should also ensure that each school with a trained teacher(s) should submit a report at the end of each term on the activities that were conducted during the term. Such reports are then evaluated by the RACE Coordinators before they are forwarded to the Ministry's Head Office as well as to the funding agency, UNICEF.

Window of Hope Implementation Guide (2005) further prescribes that schools are expected to make special efforts to engage parents and caregivers in Window of Hope implementation activities, by inviting them to come to school and observe club sessions and update them on the status of the programme during meetings. Nonetheless, it has also been noted in some schools that the school management in particular and the school community in general, do not do much to create and foster an environment that is conducive for the smooth implementation of life skills HIV/AIDS activities.

Also it has also been noted at the Regional Office (RACE Office) that there are challenges in receiving reports from schools at the end of the term, although the Implementation Guide

(2005) requires that each school which has a trained teacher should submit a report form at the end of every term.

It is against this background that it was deemed necessary to undertake research in some primary schools in rural settings, in an attempt to find out the factors that influence the implementation of life skills HIV/AIDS programmes.

## **1.2 Method of research**

A general literature review was done in order to find out those factors that directly or indirectly may have an influence on the implementation of life skills HIV/AIDS programmes in the schools. A questionnaire was drawn up and administered on the teachers who have been trained to implement Window of Hope activities in their schools.

A separate interview schedule was drawn up consisting of questions that were used to conduct interviews with the principals of the schools who were selected to take part in the survey. The same interview questions were used to for interviews with the Education Officer (RACE Coordinator).

## **1.3 Structure of study**

This chapter gives an introduction of the identified problem which will be addressed in the research. It also gives the background information of the programmes that were put in place as a response to the HIV/AIDS epidemic. It further gives an outline of the procedure that has been followed in carrying out the research.

Chapter 2 presents the relevant literature review on the variables. There has not been specific research done on factors that influence the implementation of life skills. HIV/AIDS programmes in schools in Namibia, studies done on the implementation of HIV/AIDS programmes in schools and among the communities in general in other countries were reviewed. The chapter will attempt to sketch out the challenges that are experienced by the teachers in implementing life skills HIV/AIDS programmes in schools, as well as other factors that might be prevalent in the school environment that might play a supportive role to the teachers.

Chapter 3 deals with the research methods used in the study. It indicates the subjects that participated in the study, the instruments used and the procedures that were followed.



Chapter 4 gives an analysis and discussion of the data that were collected. It aims at providing answers to the objectives of this study that were given in chapter 1, as well discussing and interpreting the results of the study based on the preceding research.

Chapter 5 includes the conclusions on the findings and recommendations. It also highlights limitations of the study and possible areas for further research.

## **Chapter 2: Critical Literature Review**

### **2.1 Introduction**

The study looked at the factors that influence the implementation of life skills HIV/AIDS programmes in primary schools in rural settings. It was deemed important to find out the length of time during which teachers that were entrusted to implement the programme underwent training. When teachers are well-trained, they will be eager and motivated to implement the programmes. It is also important to look at the support which is received and rendered in implementing the programme activities, as well as how the implementation was monitored by the supervisors.

The support that is rendered to the teachers who were entrusted to implement the life skills HIV/AIDS programme would have a greater influence on their eagerness and interest to carry out the task. This study will also point out what was identified as challenges that were experienced in implementing and monitoring the programme.

### **2.2 Various factors that influence programme implementation**

#### **2.2.1 Programme adaptation and cultural issues**

The Ministry of Education in Namibia has a division called HIV/AIDS Management Unit (HAMU), which is responsible for all HIV/AIDS activities in the schools in the country. Regionally (in each of the country's thirteen Education Regions), this division is represented by Education Officers known as RACE Coordinators. This shows an increasing awareness of the role of regionally specific factors in the transmission of HIV and thus the need for management to be decentralised so that appropriate action can be taken by state and district authorities and by local NGOs (Asthana, 1996: 188). According to Asthana decentralization of planning, implementation and management of AIDS prevention programmes to a more appropriate level can enhance success.

According to the World Health Organisation (1997: 33), if plans are made for wider scale programme implementation in a country, the rate and scale of implementation will also be determined by the cultural, ethnic and linguistic diversity. WHO further pointed out that countries with greater diversity may find it necessary to set priorities for making adaptations in programme content and implementation for different ethnic and linguistic populations.

This sentiment was echoed by Dr. Tining, M.D. (2010) in delivering a speech on HIV/AIDS and Education, by declaring that the major issue is that whatever programme has to be implemented has to be shaped to meet the local socio-cultural norms, values and religious beliefs, and has to include ongoing monitoring.

In facilitating Window of Hope activities, facilitators raised the concern about discussing some of the issues that were culturally regarded as taboo, such as sex, which they found difficult to discuss with the learners. They also expressed the need to translate some information in the mother language to enhance better understanding and proper contextualization among young children.

### **2.2.2 Teachers training**

Training has been identified as an important factor that plays a role in the implementation of life skills-HIV/AIDS programmes. With regard to training, there should be masters of trainers who should have been involved in the development of materials to be used in life skills-HIV/AIDS programmes, for them to be familiar with the programme content, methodology and philosophy. The selection of master of trainers is very important because this group will become the model for teacher trainers. Masters of trainers are often selected from teacher trainers working at national level or may be innovative teachers with experience as teacher trainers. In addition to the training and expertise gained during the development process, master trainers need further training to prepare for the role of training other trainers, which should take two to three weeks (WHO, 2001: 22).

After training, the implementation should start with the training workshop for two to three days, followed by the piloting to test the implementation. Teachers' training can last for two to three days or longer, however, it should be followed up over time. There should also be support structures for the teachers trained to implement life skills-HIV/AIDS programmes (WHO, 2001: 23).

### **2.2.3 Implementation time**

In implementing the Window of Hope life skills programme, another challenge that has been identified by the teachers who have been trained to implement it is that the fact that the activities are conducted in the afternoon which makes it hard for both teachers and learners due to fatigue after attending lessons in the morning. In a survey conducted by the Ministry

of Education in Namibia (2006) on one life skills-HIV/AIDS programme, My Future is My Choice (another life skills HIV/AIDS programme facilitated by peer educators who are supervised by teachers), it was highlighted that making life skills HIV/AIDS extra-curricular activities limits the involvement of most learners who often will not bother to come back after school. The survey furthermore cited adequate training and language proficiency (English) of the programme facilitators as key to good presentation skills.

#### **2.2.4 Curriculum related issues**

Johnson, et al (2002) contributed to the concern of the implementation of life skills-HIV/AIDS programmes, by proposing that factors that hampered the implementation of the programmes included competing curriculum priorities, positive training experiences, support from health and related services, a school-based HIV/AIDS policy and parent or community support. UNAIDS (1998) added that limitations of programme implementations are such as programmes that are irrelevant to the changing needs of the communities for whom they are designed owing to lack of involvement of the affected communities. This problem has been raised by the teachers who were expected to implement Window of Hope. They expressed their dissatisfaction about the load of work they are expected to do, facilitating the extra-curriculum activities on top of their normal teaching responsibilities. It was also indicated that such teachers do not receive the necessary support from the parents or communities, some of whom are against the idea of their children to stay behind in the afternoons to attend club activities.

#### **2.2.5 Financial implications**

The other crucial observation that has been made is that for effective implementation of preventive programmes, the strong commitment of the government and sufficient funding investment in the programmes are necessary (Limanoda, 2003 quoting UNAIDS & WHO, 2001: 7). A concern that has been registered by both school principals and teacher facilitators is a shortage of resource materials that are needed to carry out the activities of Window of Hope, and that despite requests, RACE office does not always supply those materials as requested.

UNAIDS (UNAIDS, 1999) also cited finance as a contributing factor to programme implementation when it reported that financial resources was a challenge to implementation

by peer educators, with regard to additional and refresher training, transportation, IEC materials, condoms, STD services and counselling. Equally, life skills-HIV/AIDS can experience financial challenges that may affect its implementation. Kalanda (2010) in his research paper supplements this idea by citing major challenges in programme implementation such as inadequate teaching and learning resources, lack of knowledge of life skills or sexual and reproductive health by teachers, inadequate time allocated to teaching life skills or sexual and reproductive health and a critical shortage of staff.

The challenge of adequate financial resources was further underscored by Richel, et al, who argued that additional critical challenges that might face the education sector in the implementation on life skills-HIV/AIDS programmes are such as limited funding for HIV and AIDS due to a budget ceiling on the sector funding, attainment of a fully mainstreamed response, coordination of local and external partners, fatigue and sticking to conventional approaches, low motivation on the part of the teachers, coupled with absenteeism of supervisors (head teachers), resistance among parents, the community and faith-based organisations to dealing with sexuality matters (Richel, et al., 2006: 66).

### **2.2.6 Teacher attitude and commitment**

Reddy & James (2005) acknowledge that the school setting provides an opportunity for primary prevention of HIV infection among large numbers of potentially vulnerable young people. However, according to them, among challenges experienced by teachers implementing the programmes is that they felt unsure of the details of some topics and found some issues embarrassing, such as explaining the menstrual cycle. Furthermore they indicated that most teachers requested more factual information about HIV/AIDS.

Visser (quoted by Mulama, 2005: 5), indicated that the implementation of life skills HIV/AIDS education or programmes failed because of teachers' non-commitment, poor teacher-learner relationships, negative attitudes of teachers about teaching 'sex' as well as the understanding by the teachers that their role was to impart knowledge and not get emotionally involved with learners. Mulama (quoting Tijuana et al.: 5), further indicated that an effective sexuality training for teachers has to first impact on the teachers before they can gain the confidence needed to teach topics they consider sensitive and controversial. Such topics form part of the content of life skills-HIV/AIDS programmes.

According to Tijuana, et al., research has found that teacher training can positively affect teacher attitudes towards sexuality education and participatory techniques. It was found that after training, teachers had more knowledge and understanding of HIV/AIDS, more positive attitudes towards young people's sexuality, increased willingness to use participatory methods, stronger facilitation skills, increased communication and better relationships with students, and greater commitment towards teaching about sexuality and HIV/AIDS (Tijuana et al., 2004: 6).

In its report on the recently piloted innovative methodology of conveying messages to learners (15-24 years) called Positive Speaking, Tonata PLWHA Network (2010), a UNESCO funded non-profit making organisation in Namibia, pointed out that educators traditionally lack the necessary skills, confidence, and attitude required to deliver quality HIV prevention programmes. This lack of necessary skills among educators was described as a dilemma leading to learners' common perception of being 'lectured' about HIV prevention and safe behaviour rather than being engaged into some open dialogue around sexuality issues, and that tend to reinforce 'AIDS fatigue' syndrome.

## **Chapter 3: Methodology**

### **3.1 Introduction**

This chapter describes the method of design and research method used. The study took used quantitative and qualitative research approaches in an attempt to meet the objectives of the study. Data was collected from teachers, principals and an education officer, the RACE Coordinator. A self-administered questionnaire was used to collect data from teachers, while structured interviews were conducted with principals and the RACE Coordinator.

### **3.2 Research design**

#### **3.2.1 Qualitative research**

Christensen (2007) interprets qualitative research as an interpretative, multimethod approach that investigates people in their natural environment, by collecting qualitative data such as words. The methods that were used by researcher to collect data were interviews with individuals and observations of written documents. Personal interviews were conducted with principals individually, as well as with the RACE Coordinator by way of a face-to-face method.

Teachers play a major role in the implementation of Window of Hope life skills programme since they are the implementers of the programme activities after they received training. Questionnaires were used to collect qualitative data from them in order to gain an insight in all the factors that influence the implementation of the activities of the programme. Structured interviews were carried out with principals and the RACE coordinator individually, in order to capture their experiences in supervising and monitoring the programme activities, as well as supporting the teachers who implement the programme.

#### **3.2.2 Quantitative research**

Christensen (2007) describes the nonexperimental quantitative research as a descriptive type of research which aims at providing an accurate description or picture of a particular situation or phenomenon. It also aims at identifying existing factors and relationships among them. Quantitative data on how many were collected through questionnaires and structured interviews, as well as through perusing the documents on the implementation of the programme.

### **3.2.3 Research population**

The researcher was guided by the objectives of the research in choosing the population that should give information that would provide an answer to the topic, namely the implementers (the teachers), and the supervisors and monitors (principals and RACE Coordinator).

The purpose of the study was explained to the population which was obtained and agreed to share their experiences with regard to the implementation, supervision and monitoring activities of Window of Hope life skills programme.

#### **3.2.3.1 Sampling criteria**

##### **3.2.3.1.1 Sampling criteria for teachers**

The participants had to be teachers at the schools that were selected to participate in the research study. They had to be trained as facilitators of the activities of life skills HIV/AIDS programme Window of Hope. They had to be willing to voluntarily take part in the research study and had given consent to participate by way of signing a form to that effect.

##### **3.2.3.1.2 Sampling criteria for principals**

Principals had to be headmasters of primary schools that are in rural settings. Such schools had to have one or more teachers who were trained to implement the life skills HIV/AIDS programme Window of Hope. They had to give permission for the researcher to conduct the research study in their schools. They should also give consent to take part in the research study by way of signing a consent form.

##### **3.2.3.1.3 Sampling criteria for Education Officer**

The participant had to be the appointed Education Officer (RACE Coordinator) in the selected Region (Oshana Region). He had to give consent to take part in the research study by way of signing a form of consent.

#### **3.2.3.2 Sampling frame and plan**

Christensen (2007) explains the sample as any number of individuals less than the population, and that the manner in which this sample of participants is selected depends on the goals of the research project.



The sampling frame was developed by obtaining the database of the primary schools in rural settings that had teachers to implement Window of Hope programme. Haphazard sampling technique was then used to select participants who were readily available. This was done due to the fact that some teachers who were trained as Window of Hope facilitators have transferred from their schools due to promotions or other factors. Ten (10) primary schools were selected for the research. A letter was written by the researcher to the schools to request permission to conduct research. After permission was obtained, schools were visited to determine whether there were trained teachers to implement Window of Hope. The purpose of the research study was then explained to the principals and teachers, and informed consent was sought from the participants.

The selection of the Education Officer (RACE Coordinator) was self-selecting after permission to conduct research in some selected primary schools in Oshana Region was obtained from the Permanent Secretary in the Ministry of Education and the Regional Director respectively, due to the fact that was the only staff member responsible for coordinating HIV/AIDS activities in all schools in the Oshana Region.

### **3.2.4 Data collection process**

#### **Data collection methods**

This study used two main data collection methods, namely questionnaires and structured interviews. Additionally, quantitative data have been collected from Oshana Education Directorate documents with regard to training statistics and report form submissions by schools at RACE Office.

## **Chapter 4: Data Analysis and Findings**

### **4.1 Introduction**

In this chapter, the researcher will depict an analysis and interpretation of the data that were collected, in order to achieve the objectives of the research and answer the research question. First, the findings from the questionnaires that were completed by the teachers who facilitate the Window of Hope programme will be presented and discussed. Secondly, the findings that were collected through the structured interviews with the principals of schools who participated in the research and the Education Officer (RACE Coordinator) will be presented and discussed. Lastly, the findings from documents that were perused at Oshana Education Directorate (RACE Office) will be presented and discussed.

Thirty two (32) staff members of Oshana Education Directorate participated in this research project, constituting of one (1) Education Officer (RACE Coordinator), ten (10) principals and twenty one (21) teachers. With the exception of the Education Officer, other staff members represented primary schools in rural settings in Oshana Region in Namibia.

### **4.2 Findings – Factors that influence programme implementation according to teachers**

Twenty one (21) questionnaires were served to specific teachers who were trained as Window of Hope facilitators in their respective schools and collected when completed. Of those twenty one teachers, only two were males.

**Teacher training:** All the teachers confirmed that they were trained to implement Window of Hope activities in their schools. They gave different answers to the length of training they attended, ranging from four days, a week, one year to not remembering the length of training attended.

**Experience in implementing the programme:** The least experience was what one teacher registered as three months. Other teachers have been implementing for a number of years, ranging from one to seven years. The highest number of learners who have completed the programme per teacher also fluctuates, ranging from thirty to one hundred and ten learners. Although many years of implementation could be associated with the highest number of learners who have completed the programme, there were isolated cases that do not conform to this sweeping statement. A case of a teacher who has been trained three years back but has

no record of learners that have completed the programme can be cited as an example. Only two teachers from the same school indicated that they did not have learners enrolled in the programme by the time of data collection.

**Success in implementing the programme** – Almost all teachers indicated that the implementation of Window of Hope was a success, emphasizing that the programme has reached its objectives of improving learners' self-confidence and self-esteem, increasing learner's knowledge on HIV/AIDS and general understanding, morals, communication skills, self respect and assertiveness.

**Challenges experienced in programme implementation** – Teachers cited a number of challenges which they experienced in implementing Window of Hope, namely, traditional and language barriers that hampers learners' understanding, absenteeism, hunger, lack of rewards for learners, lack of understanding among parents, time constraints, lack of incentives for teachers, lack of venues for conducting activities, shortage of resource materials, stigmatizing learners who attend programme activities, limited enrolment number and too much work on the part of teachers.

**Support needed for programme implementation** – Teachers reported that there are a number of issues that need to be addressed for Window of Hope implementation to be effective. They mentioned issues such as resource materials such as stationery, support from the whole school community, training more teachers, support visits by education officers, incentives for facilitators, refreshments for learners and recognition through awarding certificates.

**Suggested changes in Window of Hope** – Few changes were suggested for the programme, such as translating programme implementation materials in the vernacular and making Window of Hope a school subject so that all learners can benefit from it.

#### **4.2.1 Discussion**

The data collected have indicated that the trained teachers who are responsible for implementing Window of Hope have a positive attitude towards the programme, and that they are implementing it with varying degrees of consistency. This was also underscored by the fact that most of the research participants felt that there are no changes needed to the programme content, only to its mode of implementation, in order to curb fatigue and teacher

overloading. It became evident that the teachers are experiencing challenges in implementing the programme, and that support is needed for them to carry on with the implementation effectively.

Limited funding (Richel, et al., 2006), and parental or community support (Johnson, et al., 2002) were clearly cited by the teachers as some of the factors that negatively influence the implementation of Window of Hope life skills HIV/AIDS programme.

#### **4.3 Findings – Factors that influence programme implementation according to principals and Education Officer**

Ten (10) principals and one (1) Education Officer (RACE Coordinator) participated in the research study and data was collected from them through structured interviews with each one of them individually. One principal was trained and was also serving as a Window of Hope facilitator, a situation he found challenging because of his responsibilities as a principal.

**Progress of Window of Hope implementation** – In responding to the question on how the programme implementation was progressing, most principals indicated that it was not going well or that it was going at a slow pace. Some indicated that it was only good in the past, but that teachers' focus has now shifted to academic subjects only. Others cited fluctuating learners' attendance and interests or eagerness as factors that negatively hamper implementation. However, an exception could be made of one principal who clearly indicated that a specific day, a Wednesday was a set aside for extra-curricular activities including Window of Hope, an arrangement which seemed to motivate teachers to implement the programme in earnest.

**Monitoring of programme activities** – Most principals indicated their challenge in monitoring Window of Hope activities, indicating that they were not empowered enough to do it. Few of them however indicated that they were sensitized and could monitor and support their teachers in implementing the programme activities. School support visits were also mentioned as part of monitoring by the Education Officer.

**Reports on programme activities** – All principals indicated they knew what was expected from schools in terms of reporting on the programme activities conducted in schools. There seemed also to be a clear structure in place on how reports are forwarded from Regional

Office (Oshana Education Directorate) to Head Office (HAMU). Nevertheless, it was also revealed that some schools do not always submit reports as expected.

**Support rendered to programme implementation** – Principals reflected on various types of support rendered by different stakeholders to support programme implementation, or lack thereof. Most support mentioned was in the form of resource materials from RACE Office such as stationery and ICT materials, although it was not longer readily forthcoming as it used to be in the initial stages of programme implementation. A concern was raised about lack of support to the teachers who were trained to facilitate Window of Hope activities from other members of the school community, as well as RACE Office.

**Programme implementation success and challenges** – Principals had contrasting responses on whether Window of Hope implementation was successful. Although acknowledging the positive contributions made especially with regard to vulnerable children, most of them indicated that the programme implementation was facing challenges. Challenges referred to were such as hunger among learners, stigmatizing participating learners, lack of understanding and support by parents, lack of resource materials, lack of incentives or reward for teachers, too many responsibilities by teachers, lack of commitment and motivation among teachers, inappropriate time of implementation (afternoon), lack of empowerment among principals to monitor and support, and exhaustion in both teachers and learners.

#### **4.3.1 Discussion**

It is evident that the Window of Hope programme is being acknowledged as yielding positive results and making a positive contribution to the education of children. It was equally registered as a concern that it is facing challenges, among others lack of resources and support to teachers that are implementing by various stakeholders.

#### **4.4 Findings – quantitative data from documents**

The researcher perused documents at Oshana Education Directorate, RACE Office, in order to collect statistical data on the training of teachers who should implement Window of Hope, and the reports on activities that were implemented, which were received by RACE Office from schools. The documents that were perused indicated that Oshana Education Directorate has one hundred and thirteen (113) schools that qualify to implement Window of Hope. Of those schools, one hundred (100) have trained teachers to facilitate Window of Hope. Some

schools have teachers trained for Junior Window of Hope, some for Senior Window of Hope, while some have trained teachers for both Junior and Senior levels. The documents have also given an indication of the actual number of reports that were received from schools per term per circuit for the years 2009 and 2010.

### **Schools with Window of Hope Facilitators**

<b>Name of Circuit</b>	<b>Total Schools</b>	<b>Junior WOH</b>	<b>Senior WOH</b>	<b>Both Junior &amp; Senior</b>	<b>No Facilitator</b>
Omp					
Osh	36	32	29	26	5
Ehe	24	9	16	5	4
Ona	28	23	21	20	3
Olu	25	18	15	12	2
Total	113	82	81	63	14

**Figure 1**

NB. Although the statistics are reflecting four circuits instead of five, all schools in the Region are included. The data was captured at the time when the Region was divided in four circuits only.

Actual number of report forms received from schools in Oshana 2009-2010 per circuit

Senior Window of Hope

Year: 2009-2010

<b>T e r m</b>	<b>Omp</b>	<b>Osh</b>	<b>Ehe</b>	<b>Ona</b>	<b>Olu</b>	<b>Tota l 2009</b>	<b>Omp</b>	<b>Osh</b>	<b>Ehe</b>	<b>Ona</b>	<b>Olu</b>	<b>Tot al 201 0</b>
1	1	1	0	1	1	<b>4</b>	2	3	1	2	0	<b>8</b>
2	3	4	3	3	3	<b>17</b>	1	1	3	2	2	<b>10</b>
3	1	3	4	2	3	<b>13</b>	2	1	1	3	0	<b>7</b>

**Figure 2**

**Junior Window of Hope**

**Year: 2009-2010**

<b>Ter ms</b>	<b>Omp</b>	<b>Osh</b>	<b>Ehe</b>	<b>Ona</b>	<b>Olu</b>	<b>Total 2009</b>	<b>Omp</b>	<b>Osh</b>	<b>Ehe</b>	<b>Ona</b>	<b>Olu</b>	<b>Total 2010</b>
1	2	3	2	1	1	<b>9</b>	1	0	1	2	2	<b>6</b>
2	2	6	5	5	3	<b>21</b>	1	0	3	3	3	<b>10</b>
3	2	2	3	3	1	<b>11</b>	1	1	2	1	2	<b>7</b>

**Figure 3**

#### **4.4.1 Discussion**

Data collected from documents from the Oshana Regional Offices indicated that teacher training was conducted, and that the Region has a large number of teachers who could implement Window of Hope at both Junior and Senior levels (Figure 1). Figures 2 and 3 illustrated the actual number of reports that were received from schools per term per circuit for the years 2009 and 2010. Those figures depict a concerning situation, due to the fact that only very few reports have been received from schools.



## **Chapter 5: Conclusions and Recommendations**

### **5.1 Conclusions**

It can be concluded that teacher training plays an important role in the effective implementation of life skills HIV/AIDS programmes. The training of teachers should be of reasonable duration or length of time, in order for the teachers to gain adequate knowledge and confidence to be able to conduct training successfully. It is during training that teachers' concerns on issues such as cultural taboos and language barriers can be discussed and cleared up. Adequate training can contribute to improved attitude of teachers towards life skills HIV/AIDS programmes, such as Window of Hope, and raise their level of commitment.

Monitoring of programme activities also plays an important role in the implementation process. That requires that supervisors be empowered to be able to supervise the teachers who were trained to do programme implementation at the school, as well as be able to support them. Support to the teachers who should implement should be rendered by all members of the school community, namely other teachers as well as parents or caregivers. The Regional Office should also render support to the teachers, as well as other education officials who visit and monitor teaching and learning activities in schools. The whole school community should organise itself to address issues such as hunger among learners, raise parents' level of understanding of life skills HIV/AIDS programmes and reducing the work load of teachers that are trained and involved in programme implementation. When school communities participate and contribute to programme activities, stigmatization of teachers who implement them and learners who participate or enrol in them will be minimized.

Shortage of resource materials that are necessary for carrying out programme activities can be identified as another critical matter that influence the implementation of life skills HIV/AIDS programmes. School managers should be motivated to budget for materials that are needed for life skills HIV/AIDS activities at school level, rather than waiting for donations from elsewhere. In addition to this government should also commit itself and budget for financial support to schools in terms of acquiring materials necessary for programme implementation.

## **5.2 Recommendations**

Introducing Window of Hope life skills HIV/AIDS prevention programme in the schools was a prudent step in the education of young people, in order for the learners to be able to protect themselves against HIV/AIDS as well as care for their loved ones. The task of implementing the programme has become overwhelming to the teachers who were trained to do the implementation, hence the current prevalence of limited progress in implementation in the schools. It is therefore recommended that the Ministry of Education improves and enhances the support rendered to the schools in implementing programme activities. The Ministry can either appoint Life Skills teachers who can then be entrusted with the implementation of life skills HIV/AIDS programmes, or budget for incentives that can be given to the teachers to encourage them to do programme implementation.

Window of Hope life skills HIV/AIDS programme has been acclaimed for contributing positively to learners overall growth. It is therefore alternatively recommended that the programme be integrated in the current Life Skills subject so that more young people can continue benefitting from it.

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## Appendices

### Appendix 1 – Letter to Permanent Secretary

P. O. Box 1134  
Ondangwa  
Tel: 065 – 241471/ 0811295009  
Fax: 061 – 246397  
23 September 2009

To: The Permanent Secretary  
Ministry of Education  
Private Bag 13186  
Windhoek  
Att. Mr. Shimhopileni

#### **Re: Request for Permission to conduct a research at some schools in Oshana Education Region**

1. Thank for your response to my request in a letter dated 19 July 2010 (file 11/2/1), which stipulated that the Ministry does not have any objection to my request to carry out a research project in Oshana Education Region.
2. I have liaised with Oshana Education Directorate, and so far a letter of permission has been granted to me to contact the schools and set up appointments. Note is also taken of the fact that school activities should not be interrupted in the process of carrying out my research.
3. As part of the research, I would need to peruse report documents that are submitted by the schools at the Oshana Regional Office. I have been recently informed that the Ethical Committee of the institution with which I am studying (University of Stellenbosch) requires that I provide proof to the effect that I am permitted to have access to those documents. It is against this background that I am requesting your office to provide me with such a letter of permission, to be able to access such documents.
4. Thank you very much for your understanding and prompt response.

Yours sincerely,

.....

**Ms. Ester Sakaria**

## **Appendix 2 – Letter to Regional Director: School visits**

P. O. Box 1134  
Ondangwa  
Tel: 065 – 241471/ 0811295009  
Fax: 061 – 246397  
04 October 2010

To: The Director  
Ministry of Education  
Oshana Region  
Oshakati

Dear Mrs. Shinyemba

### **Subject: Permission to do research in schools within Oshana Education Region**

1. Thank you for your response to my request for permission to do research in some schools in Oshana Region, in a letter dated 31 July 2010.
2. As part of the research, I would need to peruse report documents that the Oshana Education Directorate compile after receiving reports from schools to indicate how many schools have implemented the Window of Hope programme per term. I have been recently informed that the Ethical Committee of the institution with which I am studying (University of Stellenbosch) requires that I provide a letter stipulating that I am permitted to have access to those documents. It is against this background that I am requesting your office to provide me with such a letter of permission, to be able to access such documents and to forward it to the Stellenbosch University Ethical Committee.

Thank you very much for your patience, understanding and prompt response.

Yours sincerely,

.....

**Ms. Ester Sakaria**

### **Appendix 3 – Letter to Regional Director: Access to Documents**

P. O. Box 1134  
Ondangwa  
Tel: 065 – 241471/ 0811295009  
Fax: 061 – 246397  
23 September 2009

To: The Director  
Ministry of Education  
Oshana Region  
Oshakati

Dear Mrs. Shinyemba

#### **Subject: Permission to do research in schools within Oshana Education Region**

1. Thank you for your response to my request for permission to do research in some schools in Oshana Region, in a letter dated 31 July 2010.
2. As part of the research, I would need to peruse report documents that are submitted by the schools at the Oshana Regional Office. I have been recently informed that the Ethical Committee of the institution with which I am studying (University of Stellenbosch) requires that I provide proof to the effect that I am permitted to have access to those documents. It is against this background that I am requesting your office to provide me with such a letter of permission, to be able to access such documents.

Thank you very much for your patience, understanding and prompt response

Yours sincerely,

.....

**Ms. Ester Sakaria**

#### Appendix 4 – List of schools from where data was collected

##### Schools selected for research: Factors that influence the implementation of life skills HIV/AIDS programmes in schools in Oshana Region

<b>Date</b>	<b>Circuit</b>	<b>School</b>	<b>Principal</b>	<b>Contact number</b>	<b>Facilitator</b>
9 Nov	Oluno	Oshitayi PS	Mr. Fillemon Ndapuka 0811422728/0812517532	245119	Alina Iingula, Amunyela Kankono
10 Nov	Oluno	Iidhiya PS	Mrs. Munyika Lovisa 0812804628	0813144447/ 0812493435	Karolina Likonga – John Amakali
11 Nov	Eheke	Eheke PS	Mrs. Karolina Uusiku 0813713808/ 0811289865		Beata Iita, Maria Ihuhwa, Hilaria Ipinge, Elizabeth Ntinda
16 Nov	Eheke	Omaalala PS	Mr. N. Shimpanda	0811496544/ 0608062469	Foibe Mwafangeyo, Helena Petrus, Justina Kahamba
1 Nov.	Ompundja	Omeege JPS	Mrs. Negongo 0811273047	0812578216/ 225702	Petrina Sheyanale
2 Nov	Ompundja	Ompundja JPS	Mr. Phillip Shithigona	0812385225	Phillip Shithigona
3 Nov	Onamutai	Okaku PS	Mr. Lukas 0811295308	0811493709	Leena Angula Helena Kamati
4 Nov	Onamutai	Ounonge PS	Mr. Ismael Nenkavu 0811274140		Aina Johannes, Lydia Kwedi
15 Nov.	Oshakati	Oniimwandi PS	Mrs. Ruth Kashinasha 0812770866 Mr. Amboto 0812582242		Pokolo Liina Hamunyela Elina
8 Nov.	Oshakati	Okatana JPS	Mr. Floribertus Ashiyana 0608067344, Mr. Sakaria Kalumbu 0812995076		Paulina Iikela Margareth Shilongo



## Appendix 5 – Letter to School Principals

P. O. Box 1134  
Ondangwa  
Tel: 065 – 241471/ 0811295009  
Fax: 061 – 246397  
23 September 2009

To: The Principal

Ten Selected Primary Schools

Dear Sir/ Madam

**Subject: Research on “Factors that influence the implementation of life skills HIV/AIDS programmes in schools”**

1. My name is Ms. Ester Sakaria, currently studying with the University of Stellenbosch, South Africa, for a Master of Philosophy (MPhil): HIV/AIDS Management. I will carry out a research in some schools in Oshana on the abovementioned topic, which will contribute 40% to my course work.
2. This communication serves to inform you that your school has been identified to take part in the imminent research. Please refer to the letters of permission from the Permanent Secretary, and from the Director of Oshana Education Directorate attached.
3. I will visit your school soon for further information and clarifications. Your written response will be required in this regard.

Thank you very much in advance for your willingness to contribute to the successful completion of my studies.

Yours sincerely,

.....

**Ms. Ester Sakaria**

## Appendix 6 – Questionnaire for Teachers

### A. Personal Information

1. Please indicate the name of your school.

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2. Please indicate whether you are male or female.

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### B. Window of Hope Activities

1. Have you been trained to implement Window of Hope? Indicate yes or no.

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2. How long did the training you attended last?

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3. For how long have you been implementing Window of Hope?

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4. How many learners have so far completed the programme?

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5. How many learners are currently enrolled in the programme?

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6. Would you regard the implementation of Window of Hope as a success? Explain.

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**7. What challenges have you experienced in implementing Window of Hope in your school?**

[illegible]

**8. What kind of support do you need in implementing Window of Hope?**

[illegible]

- 9. What changes, if any, would you suggest should be brought in with regard to the content and the implementation of Window of Hope?**

[illegible]

- 10. Please write down any additional comment or concern you may have about Window of Hope.**

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**Thank you very much.**

## **Appendix 7 – Questionnaire for Principals and Education Officer**

### **A. Personal Information**

- 1. Please indicate the name of your school/ Institution**

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- 2. State your position at your school/ institution**

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- 3. Please indicate whether you are male or female.**

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### **B. Window of Hope Activities**

- 1. How many teachers in your school/region have been trained to implement Window of Hope?**

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- 2. In your own word, indicate how the implementation of Window of Hope in your school or region is progressing.**

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- 3. Explain how you monitor the implementation of Window of Hope activities in your school or region.**

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- 4. Elaborate how the reports on Window of Hope activities are forwarded or received from schools to the Regional Office.**

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- 5. What support is rendered at school and regional office level to assist the implementation of Window of Hope activities?**

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**6. Would you regard the implementation of Window of Hope as a success? Explain.**

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**7. What challenges do you experience in the implementation and monitoring of Window of Hope?**

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**8. Do you have any other comment or concern regarding the implementation of Window of Hope in the school (s)?**

[illegible]

**Thank you very much!**